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For the NEW YORK SCHOOL JOURNAL.)

## Self-Government in Schools.

N.O. III.

We saw, some time since, a little book that attempted to correct the popular pronunciation of several hundred English words, with a view to bring established custom into an agreement with standard dictionaries; but it is needless to say that the labor was thrown away; for no one can ever learn a correct pronunciation after having failed to learn the true one in his school-days. Languages are learned both by the eye and the ear; and in the languages of the Latin race, as well as in the Greek, there are signs and accents given together with the words, so that the eye is instructed in the pronunciation as well as the ear. But this is not the case with the English language. Its pronunciation is chiefly learned by the ear; and hence, if mistaken pronunciation becomes once established, the task of correcting it is very difficult; for in a free country, custom becomes all powerful where a bad pronunciation once becomes the common habit of the community, if one should attempt a correct one there it would sound like pedantry. It is therefore highly important that a standard pronunciation should be established throughout all the schools of the country, and that teachers and pupils should refer to it on every occasion of doubt. This is the only way of bringing the customs of the people into an accord with the standard orthoepy of the dictionaries. A correct orthoepy is the result of habits early acquired; for no one can charge his memory, in later years, with the pronunciation of words which he then learns for the first time.

And what is true of pronunciation, is equally true of good manners. They must become an easy habit from the earliest years of school-going, or they cannot be acquired at all. There must be some standard of good manners adopted for the school, and all persons within the precincts of the school-house should be required to live up to it. Good manners must be inculcated day after day, year after year, in order that the popular manners may be brought into perfect accord with a correct standard, and be kept in accord with that standard. For even admitting that the manners of a people may once be made perfect, yet, from the very nature of things, degeneracy begins from that hour, which perpetual effort is necessary to resist.

We read not long since an attempt to detail some of the causes which have operated during and after the war to the demoralization of our people, and of which not even the churches seem to have taken any account; for, unhappily, our churches are prone, like everything else among us, to be borne away on popular currents. Among these causes was the demoralization effected by the war itself, which seems to have proved to some worthless men that they are a great deal better than anybody else. Then there is the introduction and easy, unthinking acceptance among us of transoceanic ideas and practices, giving a mixed and diverse character to our population, and finally the subtle, deep-rooted and perverse opposition of our fallen natures against the wholesome restraints of wise and necessary laws. All these facts must be weighed and provided against if we are to preserve the equal benefits of our free institutions to all. If the public schools fail to give our people a uniform

mity of manners, the danger is that the Union will become disintegrated from the variety of nationalities of which it is made up. Of all the misunderstandings which can happen between any two persons, the greatest, perhaps and certainly the most lamentable, is that which arises from their not understanding each other's breeding.

## Chapters from an Earnest Teacher's Note Book.

No. III.

BETWEEN I could accomplish my purpose of attending the State Normal School, then lately founded at Albany, I found I must teach another winter. The sweet sum of \$44, earned the first winter, had only sufficed to pay some bills I had incurred for clothes and traveling expenses, and for tuition in Latin and Greek during the summer, for I wanted to complete a course at Hamilton College if possible. However, funds to pay for board at Albany were needed, so I "took" a school in Oswego Co., on the line of the Oswego canal. I determined to board at one place this winter, so that I might prosecute my studies with more continuity than I could when I was obliged to spend my time in visiting. There was only one family that I would select—the only one that had the reputation of attending church; this, however, was only done by the mother and daughter, the husband and father, like his neighbors, had lost his taste for this mode of spending the Sabbath. These people, because they did occasionally go to church in Oswego, were called Presbyterians, while I, who went every Sunday, was called a "blue-blooded Presbyterian."

I found the moral sentiment rather low here; for nearly all were engaged on the canal-boats as officers or crew. To steal from these boats was considered the smart thing; in fact, it was the common or continual thing. For example, I went into a barn, one morning, hearing the sound of a fanning-mill, and found one of my scholars turning the crank and the father pouring in coffee! Knowing this could not have been raised on his farm, I looked at the Java berries with astonishment, which he evidently saw. To explain things, he said, "A bag got busted down on the boat, and I thought I might as well save it." It was a good thing, I said, to save coffee—and especially such a fine lot, fully three bushels; that coffee was sent to Oswego to be sold. Then, again, right opposite was a family whose masculine head commanded a boat; and I have often seen him stop his boat at the foot of his garden, which bordered the canal, and come ashore with pails of molasses and packages of sugar and other useful articles. In fact, there was nothing portable that was not seized on by my patrons; shoes, hats, tea, scythes, axes, etc., all were subtracted from the boxes or barrels of merchants of Michigan or Wisconsin, who had paid for them, and who were angry to see the amount delivered fall short of the invoice. I said nothing myself, but determined to have preaching in the school house, and so invited a minister at once. He came, and he declared he never had a better audience.—They came from all quarters, and filled it full, and gave liberally to a collection that was taken up. Still, the stealing went on all the same.

Soon after my coming here, I received an invitation to take tea at the house of one of my trustees. I found a nice supper ready, and while we were seated my host began, "My daughter tells me you say the world is round."

"Yes, sir."

"Well, now, that cannot be, for what would prevent the water running out of my mill, and then we should be standing on our heads part of the time."

"No, sir; you don't use 'up' and 'down' correctly; if this apple (taking up a handsome Spitsenberg) had a fly on this side, he would call down towards the core, would he not?"

"Why, yes."

"Certainly, and a fly on that side would say down was towards the centre or core, and so one on that side, and one on that, and so on around. So 'down,' with us, means towards the centre of the earth; and down, with all people, means the same." Being an intelligent man, he understood it right off, but he was not quite satisfied, for he broke out with, "But why don't the peaky thing look round, if it is?"

"Because it is so large. If I should take a long rope, and strike out a circle in your meadow, and measure off a rod, you would think it was a straight line; so we think the world is flat because it is part of a large round body."

This, too, was clear. "I don't see why I didn't think of that."

My trustee, for some reason not clear then or now, felt sure I was the smartest fellow in the world, and told every one he met of his faith in my abilities as a schoolmaster.

I had not yet been examined; the town superintendent being a doctor, and there being no patients over in this district, he had not yet visited me; so I determined to go and see him. He was absent and I waited a long time; darkness descended, and finally he drove into his yard. I stepped out and, introducing myself, began to help unharness his horse. While busy at this, he talked rapidly.

"Have you studied Algebra?" "Yes, sir."

"How many ways of eliminating an unknown quantity?"

"Three; by addition or subtraction, comparison, and substitution."

This was pretty much all. On going into the house, he asked me if I could write out a certificate. On my replying in the affirmative, he gave me pen, ink and paper, saying his hands were cold and stiff. Having finished all but the name and signature, he came and looked over my shoulder.

"Why didn't you put in your name?"

"I have not been examined yet."

"Yes, I have examined you all I want. You speak grammatically, you behave gentlemanly, you cannot know what you do about Algebra without knowing arithmetic; you write neatly, you spell correctly, and what more do I want to know. Besides, I find no one that can write out a certificate without he has something to copy after."

Seizing the pen, he added his signature, and said, "Now let us have some supper."

Blessings on Supt. Grey, M.D.; he was a man of genius and sterling character! He visited me twice; he "put the boys and girls through," questioning on geography and morals, arithmetic and grammar, and waking them up in fine style.—When he rode away he met some of my patrons and gave them a good account of me and my work, far better than I deserved. Blessings on Supt. Grey, M.D.

For the NEW YORK SCHOOL JOURNAL.)

## Miss Regina Dace.

Early in the spring of 1867, a little tot, not quite five years of age, came running home in high glee to her mother, exclaiming: "Me dot my name taten—me tolar, mamma." "Why, what do you mean?" said her mother not knowing what to make of the child. "Why, me tolar, now; me dot my name taten." responded the little one again, feeling as though she had taken quite a step tip in the world, by being able to call herself a scholar. She had been spending the day in the Primary Department of Public School No. 8, with a little friend, a member of the department, and with a self-reliance astonishing in such a baby, had gone up to the Principal's desk, and given her name unknown to her mother. Insisting upon it that she must go again, her mother accompanied the child the next morning, found what she had done, and after conferring with Miss Dugan, concluded she would allow her to remain, supposing however, that a few weeks at most would find her tired of school confinement. But it proved otherwise, and so the first

step was taken in a career, that unless something unforeseen occurs, may lead to a world-wide reputation, for this little child, now a young lady of fifteen, had taken a position before the public, such as few girls of her age have either the talent or the bravery to think of doing. Miss Regina Dace, a graduate of No. 8, made her debut on Monday, Dec. 3, at the Grand Opera House, in Knowle's well-known play of "The Hunchback," assuming the role of *Julia*, before an audience that filled the spacious theatre in every part. Her success was predicted by all that had known her, and when the Daily Papers spoke of "the enthusiastic applause which greeted her throughout the play," and "that acting comes to her by nature, as was clearly evinced in the grace and ease which she displayed," those who had watched her from childhood through all her years of school-life were not surprised at the verdict. But it was not to discuss her merits as a debutante that we introduce her name to the readers of the SCHOOL JOURNAL, but to speak of her as a Public School scholar, and to pay her that tribute, which her industry, purity of character, and goodness of heart so well deserve. Few schools are blessed as No. 8 has been in being able to call Miss Regina Dace, a member from '69 to '75, every day, except when detained by severe sickness, found her in her place, no bad mark was ever placed against her name, no ill learned lessons to try the patience of teacher, and discourage herself, and never, in all that time, from the age of five to fourteen, did one of us have to speak to her or say, "Katie," for that was her school name, she had registered herself in that way, "I would not do so." She stood a bright and shining light in every class, the refuge of the oppressed, the kind and gentle censor of the disorderly and bad, and often have the tears filled my own eyes as I have seen her at recess time, stealing up to some poor child that had been sent to school without lunch, and share her own with her. Studious to an unparalleled degree, she graduated from No. 8, with its highest honors, passed a 100 per cent. examination for Vassar College, and is now at fifteen years of age, a good French scholar, speaking the language nearly as well as her own, and spending three and four hours per day in the study of History, Music, and the Drama. If Industry, Ambition, Application, and Genius, combined with every quality that goes to form an estimable woman, have anything to do with worldly success, Miss Dace cannot fail, and the world's verdict will be the same as that of the teachers and trustees of No. 8.

EDINE T. HOWARD.

#### The Primitive Instincts of Children.

1. The instinct of *activity* in general (reduced at the beginning to the instinct of motion,) which finds immediate satisfaction in the various exercises of the limbs.

2. The instinct for the *culture of the earth* (derived in part from the instincts of nourishment and dwelling,) and which is called out by the cares bestowed upon the little garden-beds.

3. The instinct of *transformation*, which impels to the giving a new form to things, and which, in developing, becomes the instinct of art, the plastic sense, properly speaking, which leads to invention and finds its satisfaction in the series of the ordinary occupations of the child-garden.

4. The *aesthetic* instinct, which demands the prior education of the ear as an organ, and shows itself now in music and poetry, then in the dramatic art and dancing, which gives grace to the movements of the body. This instinct is early met in child-gardens by the singing, and particularly by those songs which accompany the exercises, by dramatic representations that are added to them, and by all which perfect liberty of action in children draws after it naturally if neither space to sport in nor other means are wanting.

5. The instinct to *know*, or the instinct of knowledge. The principal means taken to bring this instinct to light is by teaching children to distinguish materials as to their properties, such as form, dimension, number—the elements of mathematics.

6. The instinct of *sociability*. The education in common gives complete satisfaction to this.

7. The *religious* instinct, for the sake of which we place the child in the bosom of nature, in the midst of the visible world, and point out to him relations with the invisible.

In these primitive instincts are found indicated in a general way the fundamental traits of the human soul as these traits are impressed upon the history of civilization. If it is true that the chief business of education is to give to these instincts the possibility of full development, permitting them to become factors in the moral life, it cannot do better than to master them through the organizing and directing of the plays of children; and this is what the child-garden does.

Rightly does Froebel call our present education a hot-house education. Rightly, also, does he pronounce sentence of condemnation upon instruction purely oral or by books, and call it destructive to all the natural dispositions.

The child's soul is treated like an empty sack that can be filled with lessons and ready-made truths. Froebel cries out

*To act and to create*, that is what our epoch needs in order to become better!

The greater number of the thinkers of our time echo these words. The child, in coming into the world, brings with him the impulse to activity, urging him to act and to produce that he may be developed by his own efforts. Let intelligent care be taken (and Froebel gives the method for this,) and the hot-house education will be replaced by one conformable to nature.

#### Language Lessons.

To develop the idea of an adjective, cause all the boys to stand in a line, arrange them so that the tallest boy may be found at one end of the line and the smallest at the other; select the extremes, and place them by the desk; seat the remaining boys. Require one of the girls to leave the room, and tell her that one of these boys will do something during her absence, which she is to find out when she returns; let the large boy walk across the floor; require the remaining pupils to write a sentence upon the board which will tell the girl in the hall, what was done and who did it, without using a *proper name*. You will get the sentence "The large boy walked across the room." Show this sentence to the girl, who may now be questioned: Which word told you what was done? Ans. Walked. Which word told you who did it? Ans. Boy. Send her out again; get another sentence, "The (small) boy, etc." Erase the word small, and question: Can you now tell which boy walked? Ans. No. Why? Because you rubbed a word out. Yes, I erased a word. I will write it. Can you now tell me now? Ans. Yes, sir. Which word told you? Ans. Small. What does small tell about the boy. Ans. It tells that the boy is little, or *what kind* of a boy he is. The pupil must find this out for himself or herself, and must not be told. It may seem long and tedious. If it seems so to you, fellow teacher, you have a great deal to learn, or unlearn. This is the only way to teach; all else is cramming, and tends to produce mental dyspepsia.

Again place upon the table a small, an open, and a large book.

Teacher. John, bring me an open,—a small,—a large book,—that book,—this book,—these,—those books (*pointing*). Which words *pointed out* to you the which I wanted?

Scholars. Open, small, this, that, etc.

Teacher. Words which tell *what kind*, or *point out*, are called adjectives.

Write lists of words, as apple, tree, horse, etc., are required adjectives which will tell *what kind*, to be written before them; next write each word in the list, assigning two or more qualities, as a small horse, a swift horse; then a small, swift horse, etc. Fill the blanks with adjectives. A — dog will bite. A — dog will not bite. A — man cannot walk fast. An exercise in composition describing different animals will be profitable. Give the class the leading points of a composition, e. g. What is it?—wild or tame?—color? Where does it live? What is its food? What kind of noises can it make? Is it useful or hurtful? Selected sentences from the reader may be dictated and written; the pupils may mark the adjectives with a double line drawn under and a star tying the adjective to the noun which it qualifies. Lists of words may be written; the children may select the adjectives: the teacher may pronounce words for spelling, the pupils may be required to write the adjectives only. Games similar to "spelling down" may be invented. Making a dialogue is a very excellent exercise. The class must be taught how to do this afterwards pair of pupils may be required to produce, first, a written, afterwards an oral, conversation.

Teacher. Children, let us suppose John has visited a menagerie and meets Charles.

Charles. Where have you been?

John. I have been to see the lions, tigers, bears, ostrich, hippopotamus, etc.

Charles. What did the hippopotamus look like?

John describes the animal in answer to inquiries propounded by Charles. Teachers will find in this exercise the production of colloquial errors which never appear in school-room work as ordinarily conducted, and, we fear, will also find but few pupils who can express themselves in tolerable English.

#### Education in China.

Dr. Martin of the Imperial College at Pekin, gives a favorable account of the progress of education in that Empire. This institution has been in existence about 14 years; the students are supported as are ours at West Point. He says:

We have on our rolls 101 names distributed as follows: In the English school, thirty-eight; in the French school, twenty-eight; in German school, seventeen; in the Russian

school, ten; not studying in foreign languages, fourteen. Of these fifty-six are in the scientific department, and divided between the classes of mathematics, physics, chemistry and political science, most of them using text books in foreign languages. The standing of these last in Chinese scholarship is also respectable, as evinced by the fact that more than twenty of them have been admitted to compete for the higher degrees in the examinations for the Civil Service, and that three of them have won the second degree, and one taken the honors of the third or highest of the general grades.

We have ten professors, of whom six are foreigners and four Chinese; and when our corps of instruction is completed, by the filling of a chair now vacant, we shall have eleven. To these are to be added three regular tutors, all Chinese.

Besides the giving and receiving of instruction, which naturally constitutes the chief work of a school, our professors are largely employed in the preparation of books, in which they are aided by our more advanced students. Works on physics, chemistry and diplomacy, translated mostly from foreign texts, thus prepared, have been published under the auspices of the college; and the French Code, a universal history, Woolsey's International Law and other books are now in process of translation. We have within our grounds a printing office, which goes by the name of the College Press, with fonts of type, both Chinese and Roman, and six hand presses. While doing official work under the direction of the Foreign Office, this establishment is designed in part for the printing of translations made by our professors and students. Beside the books above mentioned, it has recently issued a reprint of an old work on mathematics, and is now engaged in printing autographic poems of the Emperors of the Tsin dynasty.

Our students are all regarded as in preparation for the government service. One of them has been sent to the Province Hunan, as examiner for mathematics, the opening of such examinations in the provinces being of itself a very significant fact. Two of them have gone as interpreters with the embassy to England. Two have been named for America; and others will be connected with the consular service, or attached to the legations soon to be established in the various European capitals. Steps have been taken to fill our vacant chair of astronomy by the appointment of Prof. Mark Harrington of Michigan University. The number of our students is to be increased by the drawing of regular levies from the government schools at Shanghai and Canton. A curriculum of studies, extending over eight years, has been published by authority of the Tsung Li Yamen. The high authorities of the Imperial government take an increasing interest in its success, and the final examinations of the Chinese year were attended for three days in succession by cabinet ministers and heads of departments who constitute the Council for Foreign Affairs.

#### Teaching Science.

If scientific training is to yield its most eminent results, it must be made practical. That is to say, in explaining to a child the general phenomena of nature, you must, as far as possible, give reality to your teachings by object lessons; in teaching him botany, he must handle the plants and dissect the flowers for himself; in teaching him physics and chemistry, you must not be solicitous to fill him with information, but you must be careful that when he learns he knows of his own knowledge. Don't be satisfied with telling him that a magnet attracts iron. Let him see that it does; let him feel the pull of the one upon the other for himself. And especially tell him that it is his duty to doubt until he is compelled, by the absolute authority of nature, to believe that which is written in books. Pursue this discipline carefully and conscientiously, and you may make sure that, however scanty may be the measure of information which you have poured into the boy's mind, you have created an intellectual habit of priceless value in practical life.

One is constantly asked, When should this scientific education be commenced? I should say with the dawn of intelligence. A child seeks for information about matters of physical science as soon as it begins to talk. The first teaching it wants is an object lesson of one sort or another; and as soon as it is fit for systematic instruction of any kind, it is fit or a modicum of science.—Huxley.

#### Teachers for Honduras.

We learn from Mr. J. W. Schermerhorn that the Honduras Government have applied to him for sixteen teachers and that he has furnished it with six, who will leave on the steamer Dec. 31, to become instructors in the two national colleges for men and women, to be established by the government of Honduras, at Tegucigalpa. English will be the language used in the colleges, but a knowledge of Spanish

will be very convenient, and the American system of education will be adopted. American teachers were sent some years since into the schools of Guatemala, and are making excellent progress. About 100,000 children are taught in the Ghatemala schools at present. The annual cost of education is now \$600,000. The expulsion from the republic of the 2,000 members of monastic orders, and the confiscation of their property, has aided materially in the advancement of education. Some of the convents and monasteries were magnificent edifices, and are well adapted for college buildings. The American College, in which are eight American teachers, occupies the old Convent of the Sacred Heart, the buildings covering eight acres. The Normal School, in which, also, there are American instructors, finds ample quarters in the Monastery of San Paulino, which covers ten acres with its buildings and fine gardens. Abundant telegraphic facilities now exist, while in 1870 there was not an inch of telegraphic wire in the country. This has encouraged the State of Honduras to move; it has commenced with the telegraph and put up 400 miles already; next it will take up the schools, as above stated.

## BOOK NOTICES.

SERMONS ON THE INTERNATIONAL SUNDAY SCHOOL LESSONS FOR 1878. By the Monday Club. Boston: Henry Hoyt, publisher.

This is the third volume of sermons prepared by the Monday Club, which is composed of several of the most talented ministers in and around Boston. The subjects discussed are the Sunday school lessons for 1878. The treatment of the topics is very practical and suggestive. The sermons are short and unusually interesting for this class of literature. Ministers, Sunday school teachers and adult scholars will find this volume one of the best lesson helps with which they can provide themselves for the coming year, and its study will prove of value in many ways.

THE SCIENCE OF ELOCUTION: With Exercises and Selections, systematically arranged for acquiring the art of Reading and Speaking. By S. S. Hamill, A.M., professor of English History and Elocution in the State University of Missouri, Columbia, Mo. New York, Nelson & Phillips.

This is a thorough treatise on the science of elocution: the principles are unfolded and illustrated, in their application to the different forms of thought and emotion. Exercises have been carefully selected and classified under their appropriate heads, suitable for the cultivation of the voice and graces of manner in speaking. Prof. Hamill is an accomplished reader, indeed he may be said to be one of the most thorough masters of this science; he has just the qualifications to make a book that should be useful as a guide to teachers. His method is scientific and progressive. The publishers have put in an attractive style of binding and printing.

"JUST HIS LUCK!" Lee & Shepard, Boston.

This is a book written with great spirit, and abounds in those incidents and situations which awaken attention. It deals with boys in whose composition the old Adam plays a prominent part, in whom human nature is strongly engrafted. It resembles the stories of Oliver Optic a good deal. It does not present in its tissue the firm moral that J. T. Trowbridge insensibly weaves in.

"THE NINETY AND NINE," published by D. Lothrop & Co., Boston.

The words of this popular hymn, with designs by Robert Lewis form, an exquisite little volume. The binding is a rich dark green, with the figure of Christ in gilt on the cover. The words are printed on heavy tinted paper, and in plain yet elegant lettering.

"FLOSSY AND BESSY STORIES," is a title of a neat, unpretending little book for children, by Margaret Eckerson. Pictures which always make a book more interesting to the younger folks, are scattered throughout. The general style of the book is comical, the funny doings of two little mortals. We recommend this as a prize for good scholars, a Christmas gift or birthday present. It is published by the firm famous for their attractive literature for children. Meares, Lothrop & Co., of Boston, Mass.

A NORSE LOVE STORY, by Jonas Lie, and translated by Mrs. Ole Bull, claims our attention. It is certainly a very valuable addition to Scandinavian literature. To those who have had the pleasure of reading Bjornstjerne Bjornson, and desire a glimpse of the coast life of this northern people we commend this narrative. It is published by S. G. Griggs & Co., of Chicago.

## THE MAGAZINES.

*Harper's Magazine* for January is largely made up of descriptive papers, fully illustrated, and giving pleasant accounts of the places described. There is "A Glimpse of Prague," by Mrs. J. W. Davis; an account of "The Hot Springs of Arkansas," by A. Van Cleef; a sketch of "Life on Broadway," by William H. Rideing; and of scenes "On

## SAFE IN MY FATHER'S ARMS.

Rev. C. C. Goss, 1876.

JOSEPH T. HARRIS, 1877.

1. Safe in thy lov-ing arms I lie, No anx-i-ous care be-clouds my sky;  
I yield, sub-mis-sive to thy will, And hear Thee say, "My child, be still."  
**Chorus.**  
Safe in my Pa-ther's arms I lie; And smile at storms, tho' winds are high;  
I sweet-ly on His breast re-cline, His arms of love a-round me twine.  
2.  
Here on thy breast I now recline; Myself, my all, to Thee resign;  
In life or death, thro' good or ill,  
I hear Thee say, "my child! be still."  
3.  
Now filled with Thee, and sheltered here,  
I'm free from every doubt and fear;  
A quiet, heavenly calm I feel,  
And hear Thee say, "my child! be still."  
4.  
Thou art my Father, Thou my love;  
In Thee I live, and by Thee move;  
In sweet accord, I know Thy will,  
And hear Thee say, "my child! be still."

Dedicated to the venerated Rector of St. George's Church, Rev. Stephen H. Tyng, D. D., by C. C. Goss.

the Welsh Border," by Wirt Sikes. Dr. J. W. Draper concludes his papers on "Popular Expositions of Some Scientific Experiments," with an article on "The Cause of the Flow of Sap in Plants, and the Circulation of the Blood in Animals," and Mrs. Fremont concludes her "Year of American Travel." There are four short stories, and poems by J. T. Trowbridge, C. P. Cranch, Ellis Gray, Edgar Fawcett and S. S. Conant.

*Appleton's Journal* for January is an excellent number. The Brooklyn Bridge is fully described by Charles Carroll, in an illustrated article entitled "Up Among the Spiders." "Christmas in Wales," by Wirt Sikes. "Lost on an Iceland Moor," by David Ker, and "A Remarkable Beach," by D. MacDonald, are interesting descriptive papers. The fiction of the number includes installments of the serials "By Cellia's Arbor," and "Cherry Ripe;" and a short story by Kamba Thorpe entitled "The Master's Daughter." There is also a dramatic sketch of "An Italian Playhouse," by Charlotte Adams; an account of the "New York Decorative Society," in an article entitled "Arachne and Penelope," by M. E. W. S.; and papers on "Sermons in Stones," by C. P. Cranch; "How I got my Titian," by Eugene Benson; "Paragraph Five," by J. Brander Mathews; and "Cleopatra's Needles," by Matilda J. Gage.

*Lippincott's Magazine* for January is a good number. The illustrated articles are a bright descriptive paper by Edward King on "Odd Corners in Austria," and an entertaining account of "A Month in Sicily," by Alfred T. Bacon. There is also a pleasing account of "A Journey Through the Wind River Country," by James S. Brisbin, and an interesting biographical sketch of "The Late Judge Nicholas of Kentucky," by Paul R. Shipman. The fiction of the number comprises an installment of the serial "For Percival;" a Christmas story by Jennie Woodville entitled "Uncle Pompey's Christmas;" "Jack and Mrs. Brown," by the author of "Blindpits;" and "Voiceless," by Robert A. McLeod. The poetry includes "Alone," by Celia Thaxter, "The South," by Emma Lazarus, and "The Masque of Months," by Edgar Fawcett.

*The Popular Science Monthly Supplement* for December opens with Prof. Tyndall's address on "Science and Man." There is a remarkable paper by J. Notman Lockyer and Prof. W. W. Hunter, on "Sun-Spots and Famines;" a lec-

ture by Mark Pattison on "Books and Critics;" an article by Dr. Wm. B. Carpenter on "Psychological Curiosities of Spiritualism;" and papers on "The Moral and Social Aspects of Health," by J. H. Bridges; "Aesthetic Analysis of an Obelisk," by Prof. Grant Allen; "Theology and Science Two Hundred Years Ago," by Carus Sterne; "A Mighty Sea Wave;" and "Animal Depravity."

*The Atlantic Monthly* for January is an interesting number. "The Result in South Carolina" is one of the series of papers on the Southern policy and its effects, by "A South Carolinian." Mark Twain's "Some Rambling Notes of an Idle Excursion" is as usual, very funny. The paper on "Crude and Curious Inventions at the Centennial Exhibition" relates to cotton, silk, and spinning, and furnishes a good deal of useful information. "The Adirondacks Verified" is the title of a delightfully humorous paper by Charles Dudley Warner, and Henry James, Jr., contributes an excellent description of "A Little Tour in France." Of the remaining articles, we note, a sketch of "Edward Gibbon," by W. D. Howells; "Mars as a Neighbor," by Arthur Searle; "Open Letters from New York," by Raymond Westbrook; "The Gentle Fire-eater," by Clarence Gordon, and Mr. Bishop's serial entitled "Detmold." The poetry of the number includes "The Leap of Roushan Beg," by H. W. Longfellow; "The Seeking of the Waterfall," by J. G. Whittier, and "My Aviary," by O. W. Holmes.

*The Nursery* begins the new year with bright stories and sketches from Dora Burnside, S. P. Bartlett, George Cooper, M. D. Brine, Marian Douglas and others. The opening piece entitled "The Christmas Tree," is illustrated by a full page cut. The number closes with a piece of music, entitled "Bye to Land," the words of which are written by George Cooper, and the melody by George Leech.

*St. Nicholas* for January, will be read by old and young with great pleasure. The cover is the same as the December number, and the illustrations are numerous. Among the principal articles are "How Kitty Got Her Hal," "Under the Lillacs," Louisa M. Alcott's continued story, "A Letter to American Boys," by George MacDonald, and "How to make an Ice Boat," with three diagrams by the author, J. H. Hubbard.

*Vick's Illustrated Magazine* for January is the first number of a new periodical which promises to be popular with

all who love flowers, and desire to know how to grow them successfully. It contains a goodly supply of interesting and valuable information, is fully illustrated, and in paper and in typography displays that taste and careful workmanship which have characterized Mr. Vick's earlier publications.

*The Atheneum* is a monthly magazine, devoted to the best elocutionary literature. We have examined many numbers of this beautiful monthly, and find that the selections are literary gems, consisting of dramatic and epic selections from the best authors of all times. Each number contains at least one choice original piece, composed expressly for the purposes of elocution. We heartily commend this journal to all who seek for matter especially adapted for drill in elocution, or for selections for private and public readings.—Every teacher and lover of the best literary treasures of the English tongue should become a subscriber to this monthly. It is elegantly printed on fine paper, and makes a decidedly attractive magazine. Send to the *Atheneum*, Springfield Ill., for a specimen number.

*The CHATTERBOX JUNIOR*, published by the *World Publishing House*, is a profusely illustrated book for young readers. It is attractively bound in fancy cloth, and printed in large type and tinted paper. Just the thing for a Holiday present to the little folks. Price, \$1.00.

We have before us number two of *SELECTED READINGS*, with an Appendix on Elocution, prepared by Prof. J. E. Frobisher. These works will be published in serial form, thus affording an opportunity of constantly adding fresh material. It contains thirty-three articles in poetry, and sixteen in prose. The selections are all good—which cannot be said of every collection of readings—and will meet a want long felt. The publishers are *Messrs. J. W. Schermerhorn & Co.*, of New York City.

*Messrs. Houghton & Co.* have purchased the good-will and subscription-list of the *Galaxy*, and that magazine will henceforth be merged in the *Atlantic Monthly*. During its eleven years' life, the *Galaxy*, under the control of *Messrs. Wm. C. and Frank P. Church*, has enjoyed a genuine popularity and reputation. The *Atlantic*, which contains the fresh thought and the generous culture of America, will be helped by this addition of sterling worth from the *Galaxy*.

*Whitney's Musical Guest* for December is on our table. This number which closes the tenth volume of this valuable *Musical Monthly*, is quite attractive. The last page is full with the contents of the volume, and any one looking it through will readily observe how richly its patrons have had "value received" for the cost of subscription. The present number contains 23 pages of choice music, sheet music size of great variety, besides much useful reading matter. The vocal music is "List to the Nightingale's Song," by Wm. T. Meyer, and "Veni Exultemus Domine," by W. Hewitt. Every chorister will be pleased with a copy of this magnificent sacred piece as it consists of solos, duets, and choruses all of moderate difficulty. The instrumental music, consists of pieces for both Piano and Organ. The Publisher offers the November and December numbers (free while they last,) to all subscribers, who send in \$1.10 for the subscription for 1878. Price of single copy 25 cts., but one specimen copy mailed on receipt of 10 cts. Address, *W. W. Whitney, Publisher, Toledo, O.*

The Holiday number of *Brainard's Musical World* is full of good things. "Christmas Greeting Watz," arranged from Otto Muller, "Our Christmas Tide," a sentimental song, "Cradle Song," by R. Schumann, "I know you'll be True to me, Robin," song and chorus by Thos. P. Westendorf, and eight Christmas carols. All lovers of music should possess a copy of this number by applying to *S. Brainard's Sons, Cleveland, Ohio*.

One of Helmick's latest song is entitled "Gone on before o'er the river of Time." The words and music are by P. O. Hudson. Price 40 cents.

"The Mountaineer's Whistle," a brilliant piece for the piano by H. T. Merrill. Published by John Church & Co.

"Little Pathway 'mid the Daisies," song and chorus. The words are by Arthur W. French, the music by D. C. Addison. Published by the above.

"King Bibler's Army," a temperance song and chorus by Henry C. Work. Publishers same as the two preceding.

#### From Other Educational Journals.

All corner stones of the school-house must first be laid in the soul of the teacher. If there is anywhere a man who stands in teacher's place as a self-seeking, half-hearted master, brought there to tide over a few years of preparation for more important work, or from any motive save a reverence for the sacred office of building character—compact of wisdom—and righteousness—in his pupils, the primary curse vitiates all his work, and makes his most eloquent declamation in behalf of sincerity and truth a sham.

And if any woman teacher takes upon herself this work in a spirit of thoughtless routine, or goes to her daily task like a drudge, with little love for her children or high appreciation of her vocation, there can be no corner-stone of character laid in her domain.

"Why do boys always suspect us women-teachers of injustice in our discipline?" asked a very observing teacher of her superintendent. The suspicions of the average scholar, though crude and exaggerated, often point to a fatal defect in the method of instruction or the character of the instructor. There can be no doubt that the people of the United States to-day, who have so eagerly jumped at the opportunity of reducing the school-tax, by the employment of untrained and uneducated girl-teachers, are already entering upon their era of retribution. They may not be able to see just how the little evasions, partialities, and subtle favorisms, the fatal lack of mature moral stamina,—which is the characteristic weakness of the immature girl not wakeful to her full, consecrated womanhood,—tell upon the souls of these children; and, especially, upon the boys, who great need is the growth of a moral gristle of strict justice, honesty, and the honor that despises the evasions of intrigue and falsehood; but the fact remains. Of course, the average man-teacher has faults of his own, quite as serious as those of his sister. But when, even in cities of 30,000 people we find only a dozen men in all grades of instruction, and the majority of the children are virtually in the hands of women,—and in thousands of country districts the schools are always "kept" by low-priced and inexperienced girls,—it is not difficult to see the moral quicksand such an establishment may easily become. If the people expect valuable American citizens from their school-training, they must put men and women into the teacher's desk who impress their little republic, first and last, with the fact that they are working under the lead of conscience, aiming to do their duty, under all circumstances, every hour of the day.—A. D. MAYO, in *N. E. Journal of Education*.

#### The Tea Plant in America.

A report to the Government says, that tea may be cultivated in this country. The latitudes in which tea is successfully cultivated in China, Assam, and Japan, correspond with those of the States of Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Alabama, Tennessee, Kentucky, Arkansas, Missouri, and a portion of the Pacific Coast, and the conditions of temperature of the soil are also about the same. Successful experiments in tea culture, already made in several of the States mentioned, amply justify the opinion that it can be made an industry in this country of immediate advantage and profit.

A little calculation will show the profits which may be derived from an acre of land containing 2,000 tea plants three years old. The third year the yield should be 187 pounds, the fourth year 313 pounds, the fifth year 500 pounds and the sixth year 750 pounds per acre. When the leaves are abundant one person can gather sixteen pounds per day, but the average result of a day's work may not exceed ten to twelve pounds. The leaves are gathered at three different periods, ranging from March to September, and on an acre yielding 500 pounds the first picking would be about 120 pounds, and could be gathered by four persons in two days. The same number could pick the two crops in three days."

As the finer teas rarely leave China, and the finest never, there would be no competition in these grades if the manipulation of these leaves is carefully and successfully attended to, while the possibility that modern methods and appliances might be substituted for the tedious hand work of the Chinese, seems to promise sufficiently well to make the experiment a wise one. There are thousands of families in our land who may profitably cultivate tea gardens, and enjoy the fruit of them as they do that of the orchard or the berry patch, at the same time that they have the agreeable sensation of drinking a beverage never before known in this country, prepared from a grade of tea worth in China and Japan from \$5 to \$14 per pound.

#### To Interest the Scholars.

**SCRAP-BOOKS.**—At one of the schools in New York City, there has originated the plan of having scrap-books in some of the classes. Each scholar contributes one or more cents, according to the size of the class, and buy a blank book with a stiff cover, costing about eighty or ninety cents. In this book is placed specimens of the pupil's handwriting and drawing, and kept for exhibition.

**ACCOUNTS.**—The more correct name in brief biographies which are delivered in some schools during the morning exercises. After the history of some author, and the names of his principal works are recited, an extract from one of them is given. This is a very good idea, and is of great benefit

to the scholars. We give these examples:

John G. Whittier was born in 1808, at Haverhill, Mass.; he was an industrious, hard-working farmer-boy, and, with few of the advantages that boys have now, he made the best use of such as Providence placed in his way. He began life as a writer of sketches and poems; he now lives in Amesbury, Mass., a neighboring town to Haverhill, and, like his native place, situated on the bank of the Merrimac. Mr. Whittier is a fine looking old man, now nearly seventy. He is beloved by every one, and still solaces with writing his serene old age; his principal poems are, "The Tent on the Beach," "Mogg Megone," the "Bridal of Penncock," "Songs of Labor" and "Maud Muller":

Ay, well ! for us all some sweet hope lies  
Deeply buried from human eyes ;  
And in the hereafter, angels may  
Roll the stone from its grave away !

—("Maud Muller.")

Samuel Taylor Coleridge was born in Devonshire, England, in 1773. Left an orphan in his ninth year, he was educated for seven years at Christ's Hospital, where Chas. Lamb was his school-fellow. At the university his reading was great, but of a desultory and irregular character, and hardly at all directed to the sciences which led to academical distinction. In 1794 he published the drama called the "Fall of Robespierre," of which the first act was Coleridge's, and the other two were Southey's. He tried scheme after scheme to secure him the means of livelihood. His writings were neither systematic, consistent nor clear, but this thinking was fine and subtle; but in imagery as in thought, his poetic originality is marvellous. His pictures float in an atmosphere romantically and ideally beautiful; and his tone of sentiment varies from an imaginative to solemn or intense tenderness. His chief works are "Christabel," the "Ancient Mariner," the "Nightingale" and "Remorse."

He prayeth best who loveth best  
All things both great and small ;  
For the dear God that loveth us,  
He made and loveth all.

—("Ancient Mariner.")

Time and pains will do anything. This world is given as the prize for the men in earnest, and that which is true of this world, is truer still in the world to come.

WHERE DO YOU PLACE THE EMPHASIS?—John Henry, reading to his wife from a newspaper: "There is not a single woman in the House of Correction." There, you see, don't you, what wicked creatures wives are. Every woman in that jail is married." "It is curious," she said: "but don't you think, John, dear, that some of them go there for relief?"

A Boston school-teacher say the following occurred in her school: Question, "What is a point?" (Answer. A point is that which has position, but no length, or breath, or thickness.) The reply given by one of the class was: "A point is that which has physician, but no length, nor strength, nor sickness."

A Michigan father writes to the faculty of Yale: "What are your terms for a year, and does it cost anything extra if my son wants to learn to read and write as well as to row a boat?"

#### 1878.

#### 1879.

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NEW YORK, DECEMBER 22, 1877.

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The Teacher's Involuntary Influence.

Entering a bookstore in a country town, I was struck by the conversation of two young ladies. "Miss H.—will not like you to read that book," said one, as the other took up a novel, then popular, with the evident intention of buying it. It was laid down and they went out. "Who is this Miss H.—?" said I. "That is the name of the preceptress at the academy." "But they are not at school." "No, yet they respect her views all the same."

In years after I came to know this woman who, it seemed to me, ruled her kingdom with almost absolute power. She sat at the head of a large class-room, and while self-possessed, was evidently shy of strangers and not fully at ease. Not tall, not handsome; no feminine arts employed to impress me. I studied the problem over. A class came forward to recite in Rhetoric, and I saw it was no book-knowledge that was to be emptied out and called a lesson. The subject of "figures" was up and then came a recitation, such as is not often witnessed. Those pupils had read widely and largely; I found that this subject had been given out a month previous, and that they were to recite on it at least one week. They had prepared themselves by reading and noting down the use of figures by various authors—each had been assigned several authors. Like lawyers, they brought their authorities with them and read the passages and commented on them; some were written on the blackboard. The result of that lesson was that about 100 figures were copied in their common place-books. I refer to this to show that thoroughness is an important element in influence. The government of this woman was something quite remarkable. A pupil was simply told that she had done *wrong*. It was not argued over. There might be *excuses* and there might be *reasons*, but if a pupil attempted to impose on the teacher woe to that pupil. She felt that she had fallen in her teacher's estimation so low for pretending that she did not know the difference between right and wrong. To lose Miss H.'s good opinion was the severest punishment of all! And so those young girls grew up to be women, feeling day by day that they wanted her approbation. Another element of influence was evidently a firm belief in Right and Wrong.

The problem of the influence of the teacher is an interesting one. All really great teachers exert a prodigious unseen power; the pupils feel it when they are absent and it moulds their lives, how, they cannot say. The elements of the involuntary influence lie in the personal character of the teacher. Some, alas! have no such thing as character in this high sense; though they possess what Biddy calls "a character." Personal power lies in the materials of the mental structure; if that is composed of poor materials; is worm-eaten, soggy or shakey it cannot either bear or give pressure. No one uses a weak piece of timber for a lever.

Practical Primary Education.

"First things and then ideas"—this is the way of nature; the school-house says learn these signs, these processes and let ideas go. Children enter the school-room with a large fund of information concerning the common facts of life. They know about snow, mud, rain, fire, water, wood, coal, salt; about heat and cold, pushing and pulling, and various other forces. Here is a solid basis, a beginning made, a starting point. From this they can make real advancement if properly encouraged. They must be employed; the vice of our system is that they are told to sit still. "This room, children," said a tall, self-repressed clergyman, on opening day at a new school-building, "is dedicated to silence." Not so at all; it is dedicated to elicit and train mental forces. The first thing to be done to a child when he enters a school-room,

is to show him that his efforts to understand will be crowned with success; to penetrate his mind with the idea that it is a place to employ his intelligence. Not the book, but the thing. The solution of some salt or sugar in water is a neat experiment; its total disappearance is the thing to be noticed. A routine teacher would attempt to teach the *word* solution and illustrate it by the experiment. This is putting the cart before the horse; nay, worse. Show the fact, impress the fact, and they will remember the fact and that is enough. This will have a double result. It will show the child that the school-room is dedicated to just what he wants, namely, knowledge; but the knowledge he seeks is not what the teacher wants to give. Here is a seeming disagreement. Hence we ask in all plainness is the knowledge the *pupil* wants what he really needs, or is it that the *teacher* would give? We think that Providence has implanted deep in the child's mind a hunger for knowledge, and for that knowledge which is most important for it to know. The courses of study marked out for our Primary schools mostly ignore this, it is true; and it is a pity.

We find by our notes, that at a visit to a class in a Primary School in this city, the subject of "House Building" was taken up. Here was a class (Miss Buckalew, Principal, G. S. No. 49) that was very intelligent on the subjects of timber, bricks, carpenter's work, plastering, plumbing, etc. The size of bricks, the number required, and the price, all were discussed, and the cost of the excavations, laying on walls and were placed on the blackboard. These lads, ranging from 9 to 10 years of age were very intelligent, and had gained their information by actual inquiry. The exercises was exceeding interesting. Another class proceeded to illustrate some of the properties of matter and it was done in a very satisfactory manner. They handled the pieces of wood, stone, caoutchouc, etc., and described them. Good primary education gives the child something to do. "Touch not, taste not, handle not," is well enough to apply to intoxicating drinks, but it is a doctrine to be thrown overboard in the primary school.

The Board of Apportionment.

This Board held a meeting on the 19th, and conferred with the Board of Education whom they had invited.—The members of the latter Board present were Messrs Wood, Wickham, Dowd, Walker, Beardlee and the Clerk, Mr. Kiernan. The Mayor asked President Wood whether there would more be needed for salaries this year than last; Mr. Wood said yes, and then referred to the deduction of 3 1/2 per cent. that was made this year from salaries, had produced a very injurious effect on the schools. The Mayor thought deductions might have been made in directions other than salaries, but Mr. Wood explained that this had been done as far as possible. Also, that the average salary paid was \$817. Comptroller Kelly, asked if he felt sure the estimates could not be reduced. He replied it was the opinion of the Board that it could not. The Comptroller said the Board of Apportionment did not intend in any way to affect the efficiency of the schools. But was there no way to consolidate some of the schools in the lower wards and thus save money. Mr. Wood knew of no schools that could be consolidated: he gave also, the average attendance; and then informed his auditors that it would be better that the Board of Education appointed the teachers, as the present method brought in many inefficient persons. As to the higher branches, he informed Mr. Kelly that he would not have French or German taught, but would substitute Latin—the cost of German was now \$19,384. As to the average age at which the children left the schools, it was between 12 and 13. He also added that he was not in favor of the Normal School.

Mayor Wickham called attention to the charges made by the Commissioners of accounts Lindsay T. Howe and J. H. Mooney, that the Board of Education had drawn in the past five years \$5,000,000 more than it was entitled to. He said they had received the opinion of the Corporation Counsel three months since, showing the ground on which the Board of Education acted was legal and just. Mayor Ely produced the said opinion in which the limitation of \$10.00 per pupil was stated to be set aside says:—"The Board of Apportionment is a new power, unlike any existing in this country prior to 1871. It exercises the authority and discharges the function which, for fifty-eight years, the Legislature had reserved to itself, and its grant of this power to determine the amount required to pay the ex-

penses of conducting the public business of the city and county of New York in each department and branch thereof, and the Board of Education is without limitation. Therefore the Board may allow to each and every department whatever sum it pleases, unless its action is controlled by the unmistakable provision of some previous law (for there has been no repeal or modification of this law since 1873.) You inform me that the limit is now largely exceeded, and ask whether the excessive expenditure may be restrained under the law of 1851. I can answer that if the act referred to were in force and the Board of Education had any authority over the matter the limit of \$10 per capita would necessarily have to be observed; but now as the matter is under the control of the Board of Apportionment, that legislative restriction can only serve as guide to the Board of Apportionment for their discretionary consideration, but does not bind the Board."

## NOTES AND COMMENTS.

Mr. Goulding in stating his opposition to the Truancy Law, said the attempt to carry it out under existing circumstances was simply ridiculous. Every Monday morning, he said, 7,000 children were turned away from our school-houses for want of room. He hoped the next Legislature would abolish the Truancy law from the statue book. The present law certainly amounts to very little—Look in the streets and see, on one block we counted thirty-three stragglers from 12 to 14 years of age. What are the truancy agents about.

## SAVING MONEY.

It is pretty plain that Comptroller Kelly is in favor of reducing the appropriation called for. He took pains to say to Mr. Dowd, that he thought this could be done without injury to the effectiveness of the schools. Hence, if there is a reduction of salaries the Comptroller will have to bear the responsibility. The amount called for can be cut down in some particulars no doubt. To cut off the French and German would not injure the schools but benefit them—the instruction as given does not amount to anything as far as really teaching the practical use of those languages—there is too much other work to be done. This would save \$20,000. Next give for miscellaneous expenses of the schools only as much as each needs, not a certain amount per scholar; several wards have money left over; this would save, it is estimated several thousands.

All of this could be done without touching the salaries of the teachers. No policy would be so suicidal as that, and be sure to bring odium on its authors. For the people of this city have pride enough when they pave a street to demand the best—much more when they carry on a school for the benefit of the children. They do not feel that the schools are any too good, if possible they want them improved; then there is thoroughly fixed in the minds of the people of this commercial city, this commercial idea, that if they get a good thing they must pay a fair price. It is a mistake to suppose that the people who patronize the schools are dissatisfied with them because they cost too much.

## THE REAL OBJECTIVE POINT.

The people of this city are aiming to have the best schools and are spending a good deal of money to attain this desired object. The Board of Education could easily assure themselves of this by calling a public meeting, and we should like to see who would come forward as the champion of shutting down upon the schools; not more than two or three persons could be found. But the discussion that would arise would be upon this question, "Cannot the schools be Improved?" And it is this that the Board of Education certainly has failed to do. It has gone on all of 1877, just as it did in 1876, and has not attempted to handle that great question at all. We should propose the appointment of a Committee to report on "Means and Methods of Improving the Public Schools." We would suggest that be laid out as the serious work for 1878. Such a Committee should call for the written opinions of at least a dozen principals, males and females—Grammar School and Primary. It should obtain the views of at least a dozen men and women in the city—leading minds, all. In fact, nothing would be more serviceable than to hold a series of public meetings and ask for the opinions of the public. But no theorist should be permitted to waste time and breath. Let every one who has anything to say predicate it on what he has seen at his visits to the schools.

The PEOPLE do not want CHEAPER SCHOOLS. No, they want better ones for the same money. Yes, better ones for the same money, or if necessary they will spend more money. But better schools they demand and better schools they ought to have. As the master is so is the school," and hence, all discussion would finally turn on the question how to supply living teachers. Certainly one half of those who are teaching, practice that divine art very poorly, too poorly to satisfy the loving parents. Said one principal, in reply to the inquiry, "How many of your teachers would you retain if this was your own private school?" "About one-half." Another, "one-third;" and so on, but never above one half. The present plan of appointing teachers is bad, but few of the wards either acting discriminately or unselfishly. Politics, politics, politics; influence, influence, influence.

These are the mighty agents that appoint teachers in this city. The Trustees really appoint whom they choose, the assistant teachers they appoint by law; the Principals and Vice-Principals they nominate, but they know the Board of Education well enough to crowd through the man of their choice. That teacher who resolutely goes to work to bring influence to bear gets a place at last. This is no news. Then there is what may be termed the "Educational Ring"—a body composed of several Principals, a varying number of Commissioners, generally four or five, and some other educational factors and sometimes book-men. These parties do not act for money in any case; they know how to move the ropes perfectly and like to carry out their plans. The pleasure of exercising Power pays them. These are the influences that stand in the way even if good teachers should present themselves. It is not easy, therefore, for superior teachers to find places. While the Principals sorely feel the need of good assistants it will not do for them, in but few cases, to attempt to remove those who are occupants. They are women, they have a living to earn and have no other occupation by which to gain it; nor do they feel empowered to recommend a teacher for a vacancy; the prerogative of the Trustee is to appoint. All of these things show that

## THE PRESENT SYSTEM OF APPOINTING TEACHERS IS A VERY BAD ONE.

It seems certain that the power should be lodged elsewhere than in the hands of the Trustees; but few of them can pick out a good teacher from a poor one; they would be sold if they should buy a horse, and metaphorically speaking are often sold in selecting teachers. It would seem that the City Superintendent, Committee on Teachers and the Principals should have the appointing power. The City Superintendent should nominate those he deems most capable to teach on trial, the Committee should listen to his reasons and appoint or reject. In due time the principal should make his report to the Committee and the teacher be appointed or dismissed. An inexperienced teacher should never be put to practice her art in the school-room. She should, when pronounced a fit candidate for an apprenticeship, be set to learn the art in certain designated schools, under teachers noted for skill and mental qualifications. Such schools exist. When a stranger comes to visit the schools, is he not advised by the Superintendents, for example, to visit certain institutions and classes? A practice under the eye of this "instructing teacher" should be required, and the report of this instructor should be transmitted by the principal as a basis for determining whether the temporary appointment asked should be given. If a teacher has had experience elsewhere, still he should be requested to practice under the eye of the "instructing teacher." It is the most important thing, this supply of skillful teachers to the schools and yet it is treated with the utmost indifference; it should be done by experts, by those who are held directly responsible.

## THE CITY SUPERINTENDENT.

should evidently be clothed with more power. There has been an attempt during the past few years, to confine him to official duties, much to the detriment of the schools. The Trustees and Board of Education have appointed almost whom they chose, only allowing him to certify that the appointee has passed an examination. This has been a step in the wrong direction and should be remedied. We are very much mistaken if these are not signs that indicate that both Board of Education and Trustees desire more assistance; in other words they do not understand how to "teach a school;" the practical business is beyond them. It is one of the vices of the American mind that it thinks it understands anything and everything without special study and preparation; especially is this true of education and religion. Any man in the street can expound theology and tell you what is the matter in the churches and propose plans for setting every one else right; and so every man feels capable of being a Trustee or a Commissioner of Education. The fact is, there are more incapables than capables. The City Superintendent in his last report alluded very sharply to the retention of inefficient teachers. Under the present system he has no power of removal or suspension. Hence his usefulness is very much diminished.

## WHAT IS NEEDED.

Plainly, then, what is needed is a vigorous development of the system. Not a curtailment of its essentials, not a cutting down of salaries, or the appointment of unskilled or skill-less teachers at the solicitation of politicians or interested friends: but the drawing in from every source of those who have the power to teach, if necessary, training those by proper means and thus giving to the Children that best of all things for them a GENUINE TEACHER.

## KINDERGARTEN.

There should be not less than twenty-five Public Kindergartens for children from four to six years of age. These would relieve the Primary Schools and be a blessing to the children who now are confined in close galleries in discomfort and sometimes misery. This does not mean a reduction of the estimate it is true, and the people do not want it reduced.

## NEW YORK CITY.

## New York Board of Education.

The Commissioners met Dec. 19.

Present. Messrs. BEARDSLEE, BAKER, BELL, COHEN, DOWD, GOULDING, HALSTED, HAZELTINE, JELIFFE, KELLY, KATZENBUND, PLACE, TRAUD, VERMILYE, WHEELER, WALKER, WETMORE, WILKINS, WOOD, WICKHAM, and WEST.

## COMMUNICATIONS.

From the Board of Estimate and Apportionment relative to the educational funds for 1878, also inviting the Board of Education to be present at a conference. They transmit a communication from the Board of Estimate.

This Board send up a statement from the Commissioners of accounts, who say that the Board of Education are entitled to draw money from four sources, (1) the State Appropriation to the county, (2) an equal appropriation to be raised by tax, (3) a further tax of one twentieth per cent., (4) a further sum not exceeding \$10.00 per scholar. That the Board of Education claims that this was changed by the law of 1873, and that there are no limitations. In accordance with this it lays its estimate before the Board of Estimate and Apportionment.

Mr. Walker rose to a question of privilege. He said the Board of Education had been charged by the Board of Accounts, with having got \$4,675,892.17 more than it should have got for educational purposes, during the past six years. This has gone before the public. And what are the real facts. Why the Corporation Counsel had advised us and the Board of Accounts as well, (serving on them a printed opinion,) saying that the law under which we are arranged was dead. That Board did not like to acknowledge that fact, but Commissioner Wickham compelled them to acknowledge it.

He asked that the opinion of the Corporation Counsel be printed in the minutes.

Whereas, a certain report of the Commissioners of Accounts made to the Board of Estimate and Apportionment has been officially communicated to this board, with a request that it should receive our attention, and whereas a committee of this body appeared before the Board of Estimate this day, who were prepared to show that the law of said report was unsound, that the statistics of said report were erroneous, and that the charges against this board therein contained were unfounded; and whereas it appeared upon inquiry at said meeting that the opinion of the corporation counsel as early as July of the present year had been furnished to the Commissioners of Accounts, in which they were fully advised that their views upon the law governing the subject were incorrect; and whereas, with this opinion in their hands the said Commissioners of Accounts have stated in said report that in violation of the statutes of the State a sum amounting to \$4,675,892, and imposed in excess of the amount allowed by law, has for the past four years been collected by tax for school purposes; and whereas for the years specified in said report the amount to which this board is limited, even under the statutes, claimed in said report to be still in force, is in excess of the amount actually levied and expended in the sum of \$4,302,113; therefore,

Resolved, That in view of the importance of the subject and the peculiar circumstances under which the opinion of the corporation counsel came to the knowledge of this board, that said opinion, although not communicated to this board officially, be entered in full on the minutes.

From the 16th Ward, asking to close G. S. 45 on the 24th for repairs: also for settees for G. S. 11; from the 18th for settees for P. S. No. 40; and for desks for P. S. 28; from the 19th, to use unexpended balances to purchase books for the Holbrook Libraries; also nominating Miss Mary A. McLelland as principal of P. S. 21; and from the 20th, asking aid for Mrs. Leinear, whose son was assisting the janitor to wash windows and the steps broke and he was injured so that he died.

## REPORTS.

Mr. Goulding asked relief for G. S. 15. There are not seats enough for the pupils. He wanted the report on Furniture to be taken from the table. He said the trustees awarded the contract to the National School Furniture. This was voted against because it cost a small sum more than the other.

Mr. Bell moved with promptness. The Finance Committee do not intend to buy from any but the lowest bidder.

The Committee on Evening Schools proposed that the Evening Schools be closed on the evening of Dec. 24. Adopted.

Also, that the attendance at the Evening High School for November was 1,375.

Also, to exonerate the Principal and Assistant teachers of E. S. in the 8th Ward, from any violation of the By-Laws, and recommended that the complaint of the Trustees be dismissed. Adopted.

The Special Committee on Salaries reported against the changes proposed by Mr. Baker to organize primary schools on a different basis from the present, to have none but the English studies. They refer to Course of Study Committee.

The Committee on By-Laws reported in favor of a Committee on Supervision and Discipline.

Also, recommending an amendment to Rules on Compulsory Education, that the child committed to restraint, shall be under the control of the Board of Education.

The Teacher's Committee dismissed complaint against P. P. S. 8.

The Trustee Committee nominated Mr. R. M. Jordan as Trustee in place of W. D. Graits resigned. The Supply Committee awarded the contract for Printing to Cushing & Bardua.

Adjourned meeting of the Board on Dec. 26.

The Commissioners met; all present but Mr. Kelly. This being an adjourned meeting, the report from the Finance Committee, proposing an appropriation for new furniture for G. S. 15. This was laid over at last meeting, and was called up by Mr. Goulding. This gave rise to considerable debate. Mr. Hazeltine and others attempted to press forward the report. It was defeated and laid over, Messrs. Wickham, Dowd, Bell and others offering a steady front.

The amendment to the Compulsory Education law was taken up. Mr. Hazeltine said he felt it was a law far in advance of public sentiment. The Board, he said, had decided that if the child went to school in the Reform School or elsewhere fourteen weeks in one year, that met the law's requirements.

Mr. West expressed himself in favor of the law.

Mr. Wood, calling Mr. Wetmore to the chair, said he believed the law was intended to cover the case of those who were employed in manufactories. The amendment will allow the longer confinement of truants than fourteen weeks, if necessary. It has been committed this year, nearly all are out. This will enable us to put a boy in, if necessary, until he is reformed.

Mr. Beardsee said the law was on the statute book, and it was not a question that concerned our individual conscience. We must carry out this law. The present amendment will enable us to carry out its provisions.

Mr. Goulding went against the amendment.

Mr. Vermilye said the amendment would take the power away from the Board.

Mr. Beardsee said the Board would not permit the power to control the truants to pass out of its hand. The amendment says, "the child shall be subject to the control of the Board of Education."

Mr. Halsted said the Reform School did not want to take the children because they would not be under their complete control.

Adopted.

The Committee on Teachers confirmed the nomination of Miss Charlotte H. Stearns, as Principal of P. D. 57; also Mrs. Mary H. McLellan as Principal of P. S. 21.

#### RESOLUTIONS.

Resolutions of thanks were tendered to Commissioners Wetmore, Baker and Wilkins, who are about to retire; also to President Wood for his able services; also to J. D. Kiernan, Clerk, and John Davenport, Auditor. Very appropriate replies were made by Messrs. Wetmore, Wilkins and Baker. The latter referred to his opposition to the study of the German and French languages. He still felt it was important to limit the common schools to the English language.

Mr. Wood returned thanks for the kindness which had been extended to him. He said he did all he could to oppose the law constituting the Board, but it was all in vain. He was appointed afterwards by the kindness of Mr. Farr. He had come with fear and trembling, but he found nothing but kindness. Since he came he had experienced nothing but kindness. He felt particularly grateful for being elected during the Centennial year. He was glad to say that all officially connected with the schools were working harmoniously. The schools had 5,000 more in attendance than at any other time. The Normal College has an register 1,086, the highest number for any day of the year is 1,532. The City College is also in a flourishing condition. Much as has been said about the cost of supplies it has cost only \$1.00 per scholar.

**GRAMMAR SCHOOL NO. 47.**—The number of pupils in the primary department is 652, and in the grammar 760, making a grand total of 1,412. It is a beautiful sight to see row after row of bright, intelligent looking faces at the morning exercises; in fact only one half of the school can assemble in one room. Miss Requa, the principal of the primary, by her earnest and untiring work, has won the highest approbation for herself and school. Every Wednesday afternoon exercises are held in the grammar department, presided over by Mrs. Cowles, the excellent principal. The scholars assemble at five minutes of 2, and disperse at twenty minutes of 3.

On Wednesday, Dec. 12, the following pleasing compositions and recitations were presented, while the scholars were employed with sewing. First, a composition from a girl in D 2d, on the "Growth of Peanuts," two prose recitations on Pottery, by Miss Maud Osborne and Miss Lillie Gephney; a part of the Potter's Song, which was in *Harper's* for December, was recited by Miss Ella Harrison; a composition was read by Miss Nellie M. Carter.

**GRAMMAR SCHOOL NO. 3.**—The appearance of the boys as they enter in the morning is very pleasing; they come in excellent order, and exhibit a self-posse that strikes a visitor most favorably. The attendance here is very uniform, and the boys are evidently in dead earnest in going to school. The principal, Mr. B. D. L. Southerland, frequently gives brief and interesting lectures to the scholars in the morning; before this will be read, the boys will have heard many curious things about "The Whale;" a portion of the whalebone found in the upper jaw was shown us which had on its edge the finger by which it strains the water, and thus obtains its food. The indefatigable Chas. S. Wright, who has been trustee here for fifteen years, came in during our visit. He is as full of enthusiasm as a boy over No. 3; he knows its wants, feels a pride in its splendid name, does all he can to advance its interests. Dr. Dennison has been renominated by the teachers of the Ninth Ward as trustee, and will undoubtedly be appointed by the Board of Education. He is not only an indefatigable worker for the good of the schools, but thoroughly enlightened as to the best things to do. We noticed a remarkably fine portrait-photograph of Sept. Kiddie in the school room; he is worthy of the high honor of a place in every school-room in the city; his long,

and useful labors entitled him to it. We begin the list of pupils who attained 100% in everything during November. **Roll of Honor** of Male Department Grammar School No. 3: J. P. Laird, U. G. Kenny, J. J. O'Brien, J. Taylor, R. Pitcairn, S. G. Major, A. T. Delaney, E. Hitchcock, J. R. Cummings, C. Christie, W. Frazee, W. L. Waring, L. H. Wood, J. McMahon, G. Garrison, R. Mohr, F. Pettig, L. Goerck, R. Vessey, J. Fowler, J. Bishop, J. R. Bedford, C. K. Coffin, F. R. Hoff, A. Hartfield, R. Miller, W. F. Schneider, A. Fletcher, T. C. Beckwith, W. K. Heasley, C. A. Frazee, A. M. Garland, J. J. Byrnes, J. Cherry, C. E. Holland, G. Mainwaring, N. Picard, D. R. Smith, E. B. Warner, W. C. Schoppeley, G. Magill, W. H. Tilly, W. Sharpe, H. Cruzer, G. Cruzer, H. Winship, J. Cars, W. K. Fowler, J. Downer, H. E. McLewee, C. A. Hall, A. G. Muir, D. H. Larabee, T. H. Styles, G. McClelland.

**GRAMMAR SCHOOL NO. 33.**—This school has by its excellent management, obtained superior reputation. Miss Clara M. Edmunds is assisted by a corps of efficient teachers and thus a useful work is being carried day after day. The efforts of the pupils to enter the room and do their part well were very noticeable; many were from a walk in life where education is a boon, a blessing and a beneficence. The chanting of a beautiful Psalm was evidently enjoyed, and as its eternal truths vibrated on the air we could but wish its strength might enter into the strength of the singers.

"He maketh me to lie down in green pastures,  
"He leadeth me beside the still waters."

#### PRIMARY DEPARTMENT.

Miss Hoffman has a very large number of scholars; the main-room is filled with them—four classes in one room, one reciting in music and singing in low tone of voice, one in reading, one in arithmetic, one; a lesson on place. This went on harmoniously and as profitably as could be expected under the circumstances. Some will look to see what the other classes are doing, etc. The general appearance of the school present earnestness, activity, zeal and skill on the part of teachers teachableness on the part of the scholars.

#### The City College.

The Clinonia and Phrenocosian Literary Societies held a joint meeting in the hall of the college on Monday, Dec. 21. The programme consisted of music, readings, declamations and a debate. The singing by the quartet was admirably done, the singers appearing to do their best; their efforts were appreciated. The cornet solo was also well done, showing that the college can furnish musicians as well as students. The audience was evidently much pleased by the glee-club of eighty, and, taking into consideration the large number that sang, they did well. Then came a grand debate on the subject, "That representatives should act according to the will of their constituents." The affirmative side was represented by J. C. Morganthau and Magnus Gross Jr., of the Clinonia, and on the negative by A. D. Kenyon and F. S. Williams of the Phi Kappa. Hon. John R. Brady was appointed referee, and the struggle commenced. After they all had a chance at the question, the referee retired to decide. During his absence, J. S. Williams gave a medley on "Some old friends," beginning with the "Raven" and ending with a verse of the "Bells." Then some of the boys gave some of their college songs. Finally Mr. Brady came on the platform, and said that he found it difficult to decide as both sides were about equal in talent, but finally concluded to award the prize, consisting of twelve vols. Hume's History of England, to J. C. Morganthau, whereupon that young gentleman arose and returned his thanks in appropriate language. While the audience were dispersing the college boys made night hideous with a variety of songs.

**A SUBMERGED CITY.**—A strange discovery is reported from the Lake of Geneva. A tourist having lost his trunk, two divers were employed to search for it. While they were below water, they found what they supposed to be a village, since covered by the lake. Their statements led to an investigation of the spot by the municipal authorities, who took measures to ascertain the truth of the extraordinary account of the divers. On covering the placid surface with oil, these latter were able to distinguish the plan of the town, streets, squares and detached houses making the bed of the lake. The ruddy hue which characterized them led the observers to suppose that the buildings had been covered with the famous vermillion cement which was used by the Celts, Cimbri, and the early Gauls. There are about 200 houses arranged over an oblong surface, near the middle of which is a space more open, supposed to have been used for public assemblages. At the eastern extremity lies a large square tower, which was taken for a rock. A superficial investigation seems to indicate that the construction of these buildings dates from some centuries before our era. The Council of Vand has decided to have the site of the dwellings enclosed by a jetty stretching from the land, and to drain off the water, so as to bring to light what promises to be one of

the most interesting archaeological discoveries of our day.

**ANCIENT ART.**—Professor Curtius, the distinguished historian of Greece, in a recent lecture, described some of the art treasures recovered by him from the temple of Zeus at Olympia. He had two hundred and sixty men under his charge, and after long and arduous labor they unearthed, besides the Nike and the Hermes, fourteen colossal statues of a later period, nearly one hundred fragments of terra cotta, bronzes and inscriptions, together with some works in relief, nineteen works of Paonius, and fourteen by Alcamenes, all noteworthy and of great significance, now again laid bare. The two pediments of the temple are a triumph of Hellenic art. The subject of the eastern pediment is the chariot race between Enomus and Phelops. On the one, side, Enomus stretches out behind him his left hand, Phelops, on the other, his left; close to Phelops is his bashful bride; close to Enomus, his thoughtful wife, the whole forming a beautifully arranged, and exceedingly life-like group. Next follow two chariooteers, one looking away from Zeus, the other turned toward him; with these rank two seated, thoughtful old men, of dignified mien; then follow two cowering figures, each clasping the foot on which the body rests. Thus, on the eastern pediment there are including the two pairs of horses, ten figures in all to the right of the statue of Zeus, and ten again, to the left. The western pediment represents the battle between the Lapiths and the Centaurs. These figures bring before us a whole drama on a grand scale, with its leading and subordinate characters, retainers, spectators and all. These figures show motives of all sorts in full play. We see the sensual coarseness and grinning of the drunken monster, half beast in shape; the distress, the heroic effort, the despondency of noble women, the lofty courage of the champion, the vulgar alarm of the attendant slaves; lastly, the stolid curiosity of the spectators.

PAUL, on one of his trips to Damascus by street car, not having a newspaper in which to bury his gigantic thoughts was compelled to give up his seat to a woman who had been down to Corinth shopping. This so roused his ire that he at once dropped a postal card to Timothy, saying: "I suffer not a woman to teach, nor to usurp authority over the man, but to be in silence." We publish this incident for the benefit of women who believe, with the driver, that the car is never full.

Colleges and Schools in need of Scientific supplies will consult their best interests by corresponding with Hall & Benjamin, Manufacturers and Dealers, 191 Greenwich street New York. Please notice their advertisement on the last page. They send their large illustrated and priced catalogue of apparatus &c., to all who may have occasion to use it on receipt of six cents for postage. Hall & Benjamin have peculiar advantages as manufacturers to furnish apparatus directly to Colleges and Schools of the best quality, and at moderate prices.

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**GOOD LANGUAGE.**—Young people should acquire the habit of correct speaking and writing, and abandon, as soon as possible any use of slang words or phrases. The longer you put this off the more difficult the acquirement of correct language will be; and if the golden age of youth,—the proper season for the acquisition of language,—be passed in abuse, the unfortunate victim will most probably be doomed to talk slang for life. You have merely to use the language which you read, to form a taste in agreement with the speakers and poets in the country.

**GOOD MANNERS AT SCHOOL.**—1. Shut every door after you, without slamming it. 2. Do not stamp, jump or run in the school-room. 3. Always speak kindly and politely to your schoolmates and teacher. 4. Do not tell of others fault, but of your own. 5. Never enter the school room with dirty shoes. 6. Be promptly in your seat before the bell rings. 7. Avoid all boasting and exaggeration. 8. Always have your lessons thoroughly prepared.

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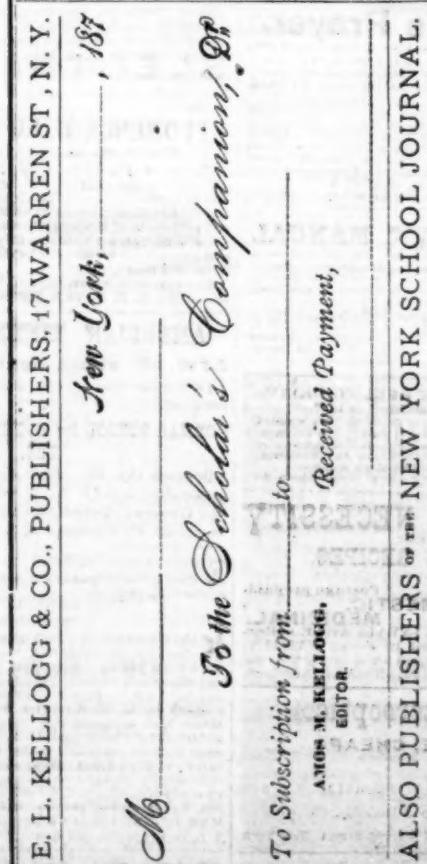
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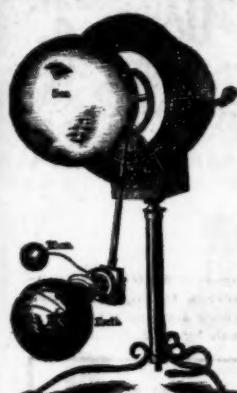
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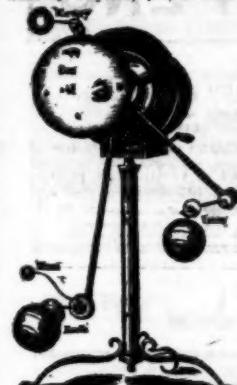
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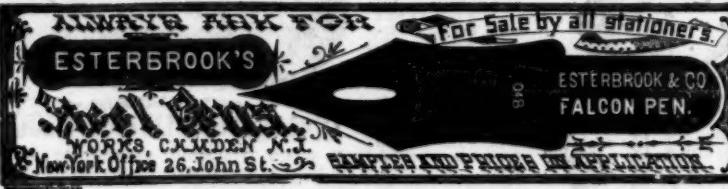
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